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ABSTRACT

A 5 day course was developed to train teachers at the Instituto Neurologico (Guatemala), a day school for about 50 children (aged 3 to 16) considered to be learning handicapped and educationally or trainably retarded. The course addressed five topics (one each day): special education, class routines and schedules, classroom management, evaluating and establishing goals, and materials for instruction. Observations of Guatemalan classrooms revealed that Guatemalan children have little experience with manipulative materials, are accustomed to very structured classrooms, and are likely to be below expected levels of gross motor functioning. Such observations should be considered when dealing with the Guatemalan child in the United States. (More than half the document consists of a checklist for assessing student's language, visual motor skills, gross motor abilities, math abilities, reading abilities, and basic concept abilities.) (SB)

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TRAINING TEACHERS AT A SCHOOL FOR THE HANDICAPPED IN QUEZALTENANGO, GUATEMALA

presented by

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1981

ABSTRACT: Discussion of a training program for teachers will be presented. Implications for evaluating and placing these students in the United States will be examined.

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TRAINING TEACHERS AT A SCHOOL FOR THE HANDICAPPED
in
QUEZALTENANGO, GUATEMALA

The intent of this paper is to describe a training program for teachers at the Instituto Neurologico in Quezaltenango, Guatemala. Quezaltenango is the second largest city in Guatemala, Central America. The Instituto Neurologico is a day school for about fifty youngsters ranging in ages from three to sixteen. These students have been determined to have special needs by their regular schools, or through referals by local churches and doctors. Most of the students would fall into what we term learning handicapped, educationally or trainably retarded. Qualifications for all teachers, whether in special education or not, are minimal-graduation from high school. Therefore, teachers at the Instituto have no formal preparation in either education or special education. This author was invited to Quezaltenango by the Rotary Club of Glendale, California to provide an on-site course and demonstration of teaching techniques for the staff of the Instituto.

Initially, an assessment of needs was obtained. This was accomplished by spending one entire day observing each of the five classrooms. In addition, a questionnaire was distributed to each of the five teachers, the administrator, and the social worker.

Based on the observations of the author, and the needs described by the staff, a twenty hour course was designed to instruct the teachers in basic teaching techniques. The five day course involved a topic for each day of instruction. The topics included: 1) Special Education, 2) Class Routines and Schedules, 3) Classroom Management, 4) Evaluating and Establishing Goals, and 5) Materials for Instruction. A description of each topic follows.

SPECIAL EDUCATION

A good deal of time this first day was spent discussing the types of students at the Instituto and their learning characteristics and needs. The differences between regular education and special education was also presented. Included in this discussion were: smaller classes, individualization,teaching at a modified rate with more repitition, and more attention to self-help and vocational education.

CLASS ROUTINES AND SCHEDULES

The second day was involved with a discussion of classroom routines and schedules. It had been observed that none of the teachers had a class schedule. Teachers left students alone much of the time, and no preplanning took place. Each student had a table to sit at, many times with nothing to do. All of the students would do the same activity at the same time, waiting for everyone to finish before beginning a new activity. Much time was spent at unsupervised recess.

It was decided that each teacher would write a class schedule and be expected to adhere to it. Included in the schedules were these daily subjects: Pre-reading/Reading, Pre-math/Math, Self-Help, Language, Physical Education. Also included were the following weekly subjects: Science, Social Studies, Music. Finally, each teacher selected one pre-vocational class to teach daily. Each classroom received instruction in the following pre-vocational classes once a week: Carpentry, Gardening, Cooking, Sewing and Art. Three examples of schedules were presented and each teacher chose one schedule to adapt to their individual class. It was suggested that only one classroom be scheduled in the Physical Education room per half hour. Time was also alloted for Speech Therapy, brushing teeth, and cleaning rooms.

The concepts of learning centers to better meet the needs of the students was also presented.

CLASSROOM MANAGEMENT

Very little discipline was observed at the Instituto. Many times children were not supervised in and out of the classrooms. If a child did not want to do something, he or she was not required to do it. Therefore in some classrooms very little learning was taking place. Establishing classroom and school rules was discussed. The basics of Behavior Modification was presented. Emphasis was placed on reinforcing positive behavior and ignoring negative behavior. Reinforcers such as stars, points,hugs, and verbal praising such as "I like the way_____ is doing her work" were examined as possibilities for classroom use. The use of a token economy system with the older students was accepted.

The school has a small store where food is sold at recess. This was easily seen as a way for students to trade in their tokens and also teach money concepts. Using stars with the younger students was accepted.

EVALUATING AND ESTABLISHING GOALS

The WISC has been normed by the administrator of the Instituto for use in evaluating students. However, two problems were acknowledged by the Instituto staff. One, that many of the students, particularly the younger students, could not perform the test. Two, that results were not shared with the classroom teacher, and that the teachers did not know what to do with the results. An Ability Checklist was written and presented by the author for the areas of Math, Reading, Basic Concepts, Language, Visual Motor, and Gross Motor Skills. Please see attached Ability Checklists. Teachers were instructed how to evaluate each student by ascertaining if the student was able or unable to accomplish each skill. Instruction and practice was then given on writing goals to meet the needs of each student. Please see attached goal sheet.

MATERIALS FOR INSTRUCTION

Very few educational materials were observed or used at the Instituto. Classrooms for younger students had puzzles, crayons, and some musical instruments. Classes for older students had notebooks for each student, chalkboards, and pencils. The need for manipulative materials for pre-reading and math was presented. The book Work Jobs by Mary Barretta-Lorton was utilized in making educational materials. Beansticks, Chip Trading, Tangrams and various game boards were also made by the teachers.

Upon completion of the week long course, the author spent the remaining five weeks in the classroom demonstrating and assisting teachers in those techniques discussed during the course. Help was given in evaluating each student, writing appropriate goals and making or obtaining materials to use in meeting those goals. Demonstration of using these materials was also given. Techniques for teaching

reading other than the phonetic approach. Methods for teaching math, particularly regrouping, using manipulatives was demonstrated. The importance of a structured Phyical Education program was explained and activities were shown.

Much attention was spent on the hour long pre-vocational classes. The classes were scheduled daily before lunch. Thus, the cooking class helped make lunch for the entire school. The sewing class made beanbags to be used during Phsical Education, as well as aprons and napkins for the dining room. The gardening class watered plants, pulled weeds, and began a vegetable garden. Carpentry instructed the younger students in proper use of tools. The older students made shelves for the classrooms, as well as some booster seats for the dining room. Art was a time for students to be instructed in crafts, painting and drawing.

The implications that can be formulated from observations of several schools in Guatemala and programs here in the United States are most interesting. Based on how most teachers in Guatemala conduct and instruct their classrooms, some thoughts must be taken into account when considering evaluation and/or placement of children from Guatemala into Special Education classes here.

Guatemalan children have very little experience with manipulative materials. Therefore if a child were given the Leiter, it is possible he or she would score low because of a lack of exposure. Very few games involving classifications, associations, or matching are played in Guatemala. It must also be considered that these students are accustomed to very structured classrooms. Being placed in some of our more relaxed and individualized classrooms may result in the student becoming withdrawn and afraid to exhibit his or her capabilities. Very little attention is given to Physical Education, it it important to note that the student from Guatemala may be below the expected levels of gross motor functioning.

There are sure to by many more implications which must be considered when dealing with the Guatemalan child here in the United States. The thoughts dealt with here were found to be items of major concern to this author.

LANGUAGE

NAME_____ DATE OF BIRTH_____

	Knows/Date	Doesn't Know	Comments
RECEPTIVE			
1. Follows a moving sound			
2. Gives attention to talking for a prolonged period of time			
3. Locates sounds by a turn of the head or eye contact			
4. Auditorially discriminates between 2 different sounds			
5. Knows and responds to own name			
6. Indicates recognition of the word "no" to stop an activity or action			
7. Responds correctly to the command "Look at _____".			
8. Indicates recognition of 5 common objects			
9. Indicates comprehension of simple questions by answering "yes" or "no"			
10. When given a verbal direction can identify correctly parts of the body and items of clothes			
11. Understands the distinctions between personal pronouns			
12. Follows correctly 2 simple directions			
13. Demonstrates an understanding of action verbs by correctly selecting a picture, with verbal cues			
14. Demonstrates understanding of the association of words with the function of the correct object			
15. Demonstrates understanding of 10 common adjectives by matching visual stimuli with auditory stimuli			
16. Places objects correctly when given prepositional direction			
17. Identifies left and right of auditory stimuli			
EXPRESSIVE			
1. Vocalizes			
2. Uses tone and inflection			
3. Vocalizes for attention			
4. Imitates sounds			
5. Says words in appropriate context (recurrance, possession, negation, location			
6. Vocabulary consists of a minimum of 10-20 words			
7. Uses 2-3 words in spontaneous sentences			
8. Asks for help with personal necessities			
9. Asks simple questions (who, what)			
10. Says own name when asked			
11. Repeats 3 numbers			
12. Can answer a question involving personal necessities			

LANGUAGE - 2

NAME_____

	Knows/Date	Doesn't Know	Comments
EXPRESSIVE (Continued)			
13. Describes function of common objects			
14. Can count 10 objects correctly			
15. Demonstrates the use of prepositions			
16. Uses sentences of a minimum of 6 words when asked to talk about 4 pictures			
17. Demonstrates ability to answer questions of cause and effect			
18. Repeats numbers backwards			
19. Repeats 5 words			

VISUAL MOTOR SKILLS

NAME_____ DATE OF BIRTH_____

	Knows/Date	Doesn't Know	Comments
EYE-HAND COORDINATION			
1. Holds a pencil			
2. Stacks objects			
3. Scribbles			
4. Does spiral scribbling			
5. Draws straight line between 2 dots			
6. Reproduces a circle			
7. Reproduces a cross			
8. Copies square, lifting hand at each side			
9. Reproduces square in continuous movement			
10. Traces interior of geometrical form			
11. Fills in traced shape with up and down marks			
12. Traces and colors			
13. Completes picture of a person			
14. Draws a rectangle			
15. Draws a triangle			
16. Ties a bow			
17. Uses a button			
18. Uses a zipper			
19. Uses scissors			
20. Focuses attention on one visual stimuli			
21. Keeps eye on line of print			
22. Draws a triangle			
23. Correctly copies a series of interesting circles, triangles and squares			
24. Ties shoes			
LATERALITY			
1. Relates objects to front, behind, in, out			
2. Knows left, right are on opposite sides			
3. Knows which is left and right on self			
4. Identifies left/right on others when facing them			

GROSS MOTOR ABILITIES

NAME_____ DATE OF BIRTH_____

	Knows/Date	Doesn't Know	Comments
WALKING			
1. Crawls with correct coordination			
2. Walks sideways			
3. Walks backwards			
4. Walks on tip toes			
5. Walks 10 foot line heel to toe			
6. Walks up stairs alternating forward foot			
7. Walks with consistent rhythm and speed			
JUMPING			
1. Jumps and lands on both feet			
2. Good double take off			
3. Standing broad jump with minimal arm action			
4. Jumps over 20 cm high			
5. Takes 3 jumps forward			
6. Able to clear a 10 inch barrier			
7. Jumps using arm movements			
8. Broad jumps 30-40 inches			
THROWING			
1. Stiff front to back arm movement without body movement			
2. Shifts body weight toward throw			
3. Can throw 16 inch ball 10-11 feet			
4. Steps forward with one foot on opposite side of throwing arm			
CATCHING			
1. Stops a rolling ball			
2. Able to catch ball--stiff elbows			
3. Elbows in front of body with hands in vice position			
4. Catches with elbows at side of body			
5. Catches the ball 5 out of 5 trials			
6. Catches the ball in motion			
7. Bounces ball			
RUNNING			
1. Runs, stops, starts, turns			
2. Runs with appropriate coordination of arms and legs			
3. Runs in a straight line			
4. Gallops			
5. Slides			
6. Skips			

GROSS MOTOR ABILITIES - 2

NAME_____

	Knows/Date	Doesn't Know	Comments
BALANCE			
1. Stands on right foot for 10 seconds			
2. Stands on left foot for 10 seconds			
3. Hops 2-3 steps on preferred foot			
4. Walks a balance board			
5. Walks around the circumference of a circle			
6. Hops on preferred foot 24 feet			
7. Balances on preferred foot with arms folded, eyes open, 10 seconds			
8. Hops alternating feet			
9. Agile in kneeling and rising			

MATH ABILITIES

NAME_____ DATE OF BIRTH_____

	Knows/Date	Doesn't Know	Comments
NUMERATION			
1. Matches objects in 1 to 1 correspondence (sets of 0-10)			
2. Identifies more/greater than, fewer/less than, same/equal			
3. Counts to 10 by rote			
4. Reads numbers 0-10			
5. Sequentially orders numbers 0-10.			
6. Writes numbers 0-10			
7. Identifies ordinal numbers 1st-5th			
8. Counts to 20 by rote			
9. Reads numbers 11-20			
10. Writes numbers 11-20			
11. Counts to 30 by rote			
12. Reads numbers 21-30			
13. Writes numbers 21-30			
14. Reads numbers 0-100			
15. Writes numbers 0-100			
16. Reads and writes numbers above 100			
WHOLE NUMBER OPERATIONS			
Addition			
1. Joins sets of objects, sums less than 10			
2. Finds sums through 10			
3. Finds sums of 2 place number and 1 place number without regrouping			
4. Finds sums of 2 place number and 2 place number without regrouping			
5. Finds sums of 2 place number and 1 place number with regrouping			
6. Finds sums of 2 place number and 2 place number with regrouping			
Subtraction			
1. Subtracts by separating from a set of 10 or less objects			
2. Subtracts through 10			
3. Subtracts 1 place number from 2 place number without regrouping			
4. Subtracts 2 place number from 2 place number without regrouping			
5. Subtracts 1 place number from 2 place number with regrouping			
6. Subtracts 2 place number from 2 place number with regrouping			

MATH ABILITIES - 2

NAME_____

	Knows/Date	Doesn't Know	Comments
WHOLE NUMBER OPERATIONS (Continued)			
Multiplication			
1. Can make pictoral representation of multiplication problems			
2. Can obtain answer by using continuous addition			
3. Knows multiplication facts to 5's			
4. Knows multiplication facts to 10's			
5. Knows multiplication facts to 12's			
6. Multiplys 1 number by 2 numbers without regrouping			
7. Multiplys 1 number by 2 numbers with regrouping			
8. Multiplys 2 numbers by 2 numbers with regrouping			
9. Multiplys 3 numbers by 3 numbers with regrouping			
Division			
1. Can make pictoral representation of division problem			
2. Can obtain answer by using continuous subtraction			
3. Divides 1 number by 1 number			
4. Divides 2 place number by 1 place number			
5. Divides 2 place number by 2 place number without subtraction			
6. Divides 2 place number by 2 place number with subtraction			
7. Divides using subtraction and remainders (long division)			
FRACTIONS			
1. Identifies a whole			
2. Identifies a half			
3. Identifies a third			
4. Identifies a fourth			
5. Joins like fraction parts to make a whole			
6. Joins unlike fraction parts to make a whole			
7. Cuts objects (e.g. paper circles) in 1/2, 1/4, 1/3			
8. Identifies which fractions pieces are larger/smaller, equal			
9. Can add written fractions			
10. Can subtract written fractions			
GEOMETRY			
1. Classifys objects by shape			
2. Identifies circle			
3. Identifies square			
4. Identifies rectangle			
5. Identifies triangle			
6. Identifies diamond			

MATH ABILITIES - 3

NAME_____

	Knows/Date	Doesn't Know	Comments
MEASUREMENT			
1. Classifies objects by size			
2. Identifies longer than, shorter than, as long as			
3. Determines heavier, lighter			
4. Uses a ruler to nearest millimeter			
5. Uses a ruler to nearest centimeter			
6. Uses a ruler to nearest decimeter			
7. Identifies a meter			
8. Measures liquids			
9. Weighs objects using pounds			
TIME CLOCKS			
1. Identifies sequence of events--before, after, first, last			
2. Can tell time to nearest hour			
3. Can tell time to nearest ½ hour			
4. Can tell time to nearest ¼ hour			
5. Can tell time to nearest minute			
6. Identifies time with daily actions			
CALENDAR			
1. Can read a calendar			
2. Can tell date--day/month/year			
3. Knows days of week			
4. Knows months of year			
5. Knows the seasons			
MONEY			
1. Identifies and names 1 centavo			
2. Identifies and names 5 centavos			
3. Identifies and names 10 centavos			
4. Identifies and names 25 centavos			
5. Identifies and names 1 and 5 quezales			
6. Identifies and names 10 and 20 quezales			
7. Identifies and names 50 and 100 quezales			
8. Identifies values of coins			
9. Adds coins			
10. Makes change			
APPLICATION/PROBLEM SOLVING			
1. Writes number sentence to describe real life situation			
2. Makes up real life problem from number sentence			

READING ABILITIES

NAME_____ DATE OF BIRTH_____

	Knows/Date	Doesn't Know	Comments
READINESS			
1. Matches upper case letters of alphabet			
2. Matches lower case letters of alphabet			
3. Matches words			
4. Points to upper case letters when asked			
5. Points to lower case letters when asked			
6. Names upper case letters when asked			
7. Names lower case letters when asked			
PHONICS			
1. Repeats letter sounds			
2. Repeats word sounds			
3. Matches consonant sound with picture			
4. Knows consonant sounds			
5. Knows vowel sounds			
6. Combines consonant and vowel sounds			
SIGHT VOCABULARY			
1. Recognizes first name			
2. Recognizes last name			
3. Recognizes color words			
4. Recognizes number words			
5. Recognizes survival words (e.g. men, ladies, stop)			
6. Recognizes sight words from sight word list			
COMPREHENSION			
1. Matches words to appropriate meaning			
2. Describes "who" in a story			
3. Describes what took place			
4. Describes where story occured			
5. Describes when story occured			
6. Describes why an event occured			
7. Follows simple written directions			
8. Retells story in correct sequence			
9. Answers written questions			

BASIC CONCEPT ABILITIES

NAME_____ DATE OF BIRTH_____

	Knows/Date	Doesn't Know	Comments
ORDERING			
1. Order objects by size			
SEQUENCING			
1. Can pair pictures that show before and after			
2. Places pictures in sequential order to tell a story			
CLASSIFICATION			
1. Identifies objects that are the same			
2. Identifies objects that are different			
3. Classifies common objects (e.g. food, animals)			
4. Identifies opposites			
5. Identifies functions of objects			
VISUAL CLOSURE			
1. Can do simple preschool puzzles			
2. Is able to do puzzles of up to 10 pieces			
3. Is able to do puzzles of up to 25 pieces			
4. Finds the missing part in a picture			
5. Strings repetitive pattern of beads or buttons			
COLORS			
1. Can match colors			
2. Can point to colors when named			
3. Names colors			
COMMUNITY			
1. Knows responsibilities of community workers			
2. Knows where to go for services in community			
3. Knows functions of basic household items			
SELF			
1. Responds to own name			
2. Knows address			
3. Knows phone number			
4. Knows birthdate			
5. Knows parents names			

BASIC CONCEPT ABILITIES - 2

NAME_____

BOEHM TEST OF BASIC CONCEPTS

1. Top
2. Through
3. Away from
4. Next to
5. Inside
6. Some, not many
7. Middle
8. Few
9. Farthest
10. Around
11. Over
12. Widest
13. Must
14. Between
15. Whole
16. Nearest
17. Second
18. Corner
19. Several
20. Behind
21. Row
22. Different
23. After
24. Almost
25. Half
26. Center
27. As many
28. Side
29. Beginning
30. Other
31. Alike
32. Not first or last
33. Never
34. Below
35. Watches
36. Medium sized
37. Always
38. Right
39. Forward
40. Zero
41. Above
42. Every
43. Separated
44. Left
45. Pair
46. Skip
47. Equal
48. In order
49. Third
50. Least

NAME _____ DATE _____

INSTRUCTIONAL AREA	SHORT OBJECTIVE	ACTIVITY
READING		
MATH		
P.E.		
LANGUAGE		
BASIC SKILLS		

TEACHER _____